



AN ANALYSIS OF GRAMMATICAL AND LEXICAL COHESION OF READING TEXTS OF THE TWELFTH GRADE OF SENIOR HIGH SCHOOL 2013 CURRICULUM OF ENGLISH TEXTBOOK PUBLISHED BY NATIONAL EDUCATION DEPARTEMEN

THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau
In Partial fulfillment of the Requirements for the Degree
of Master in English Education



UIN SUSKA RIAU

BY:

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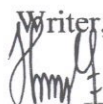
Assalamualaikum Warahmatullahi Wabarakatuh.

First of all, the writer would like to say Alhamdulillahirabbil 'alamin for Allah SWT who had been giving bless, kindness, guidance, and inspiration to finish this thesis entitled "An Analysis of Grammatical and Lexical Cohesion of Reading Texts of the Twelfth Grade of Senior High School 2013 Curriculum of English Textbook Published by National Education Department". Furthermore, Peace may always be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

This thesis is intended to fulfill one of requirements for the award of Master degree in English Education, Postgraduate Faculty, UIN SUSKA Riau. The writer could pass this thesis because a lot of guidance, supports, and valuable advices from many people. Therefore, the writer would like to give the best gratitude to Dr. Abdullah Hasan, M.Sc as the first consultant and Dr. Hj. Helmiati, M.Ag as the second consultant for their guidance, corrections, motivation and help to revise the mistake during the entire process of writing this thesis, the head of Islamic Study Program (Dr. Hj. Andi Murniati, M.Pd), the director of Postgraduate Program (Prof. Dr. Afrizal, M, MA), and all of the lectures in English Education Postgraduate Program who have given great contribution in finishing writer's study, writer's parents are Abdul Kholik, S.Pd and Nuryati, S.Pd, and sisters, thank you for the loves, prayers, and support. Then all of writer's friends at English Education Postgraduate Program, L3 Class and the other study program at UIN SUSKA Postgraduate Faculty.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this is useful for researcher in particular and the readers in general.

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ABSTRACT

Khikmatun Hasanah (2019): An Analysis of Grammatical and Lexical Cohesion of Reading Texts of the Twelfth Grade of Senior High School 2013 Curriculum of English Textbook Published by National Education Department.

Reading text is a definite as the cognitive process of understanding a written linguistic message. To be regarded as a good reading text, the language used in the textbook must be held together cohesively so, it is easy for reader or hearer to understand the text. This study investigates the kinds of grammatical and lexical cohesion that appears in the reading text of twelfth Senior High School. The objective of this study is to find out the dominant type of grammatical and lexical cohesion in the reading texts. This research is designed as a qualitative research because the data that the researcher attempted to observe was finding grammatical and lexical cohesion in reading text and using description in collected the data. The data were collected from reading texts of twelfth Grade of Senior High School Curriculum 2013 English Textbook Published by National Education Department. Writter administered two steps before analyzing the text, such as selecting the English book and selecting the reading text. The result of this study shows that the four forms of grammatical cohesion and two forms of lexical cohesion appear in the text. They are reference (48.63%), substitution (7.07%), ellipsis (10.70%), and conjunction (19.28%). The two forms of lexical cohesion were reiteration (8.13%) and collocation (6.19%). However, the most dominant cohesion used in the text is grammatical cohesion. This was the highest number wich percentage of 85.68%.

Key words: *Grammatical cohesion, reference, substitution, ellipsis, conjunction, Lexical cohesion, reiteration, collocation*

UIN SUSKA RIAU

ABSTRAK

Khikmatun Hasanah (2019): Suatu Analisis Kohesi Gramatikal dan Leksikal Teks Bacaan Kelas Dua Belas SMA Kurikulum 2013 Buku Teks Bahasa Inggris yang Diterbitkan oleh Departemen Pendidikan Nasional.

Membaca teks adalah pasti sebagai proses kognitif memahami pesan linguistik tertulis. Untuk dianggap sebagai teks bacaan yang baik, bahasa yang digunakan dalam buku teks harus disatukan secara terpadu sehingga, pembaca atau pendengar mudah untuk memahami teks. Penelitian ini menyelidiki jenis kohesi tata bahasa dan leksikal yang muncul dalam teks bacaan SMA Kedua belas. Tujuan dari penelitian ini adalah untuk mengetahui jenis kohesi tata bahasa dan leksikal yang dominan dalam teks bacaan. Penelitian ini dirancang sebagai penelitian kualitatif karena data yang peneliti coba amati adalah menemukan kohesi tata bahasa dan leksikal dalam membaca teks dan menggunakan persentase dalam mengumpulkan data. Data dikumpulkan dari teks bacaan Kelas XII Kurikulum 2013 yang diterbitkan oleh Departemen Pendidikan Nasional. Penulis melakukan dua langkah sebelum menganalisis teks, seperti memilih buku bahasa Inggris dan memilih teks bacaan. Hasil penelitian ini menunjukkan bahwa empat bentuk kohesi gramatikal dan dua bentuk kohesi leksikal muncul dalam teks. Mereka adalah referensi (48,63%), substitusi (7,07%), elipsis (10,70%), dan konjungsi (19,28%). Dua bentuk kohesi leksikal mereka adalah pengulangan (8,13%) dan kolokasi (6,19%). Namun, kohesi yang paling dominan digunakan dalam teks adalah kohesi gramatikal. Ini adalah angka tertinggi dalam persentase 85,68%.

Kata kunci: Kohesi gramatikal, referensi, substitusi, elipsis, konjungsi, Kohesi leksikal, pengulangan, kolokasi



ملخص

حكمة حسنة، (2019): تحليل التماسكين الأسلوب ومعجمي نص القراءة في الصف الثاني عشر في المدرسة الثانوية بالمنهاج الدراسي 2013 في كتاب اللغة الإنجليزية التي نشره وزارة التربية الوطنية.

قراءة النص من عملية معرفية في فهم الرسالة اللغوية المكتوبة. وليكون نص القراءة جيداً، فلا بد أن تكون اللغة المستخدمة متكاملة، حتى يسهل القارئ والمستمع في فهمه. هذا البحث بطريقة انتقائية، بحث كيمي وكيمي لأن البيانات الملاحظة إدراك التماسك بين الأسلوب والمعجمي في قراءة النص باستخدام النسبية في جمع البيانات. والبيانات مجموعة من نص قراءة الصف الثاني عشر بالمنهاج الدراسي 2013 التي نشره وزارة التربية الوطنية. قامت الباحثة بخطوتين قبل تحليل النص مثل اختيار كتابة اللغة الإنجليزية واختيار نص القراءة. وحاصلة البحث قد دلت على أن أربعة تماسك في الأسلوب واثنان في معجمي النص. وهم، المرجع (48.63%)، الإبدال (7.07%) والقطع (10.70%) واقتران (19.28%) واثنان في معجمي النص أنهم التكرار (8.13%) وارتصاف (6.19%). وأكثر التماسك المستخدم في النص هو الأسلوب. هذه نتيجة مرتفعة بالنسبة 85.68%.

الكلمات الأساسية: تماسك الأسلوب، المرجع، الإبدال، القطع، اقتران، معجمي النص، التكرار، ارتصاف.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is system communication used by people to communicate with others. Language cannot be separated in our daily life. By language, we can interact each other and express anything because language is a system of communication that enables humans to exchange verbal or symbolic utterance. As stated by Madayani (2014:3), language is a signaling system which operates with symbolic vocal and sound, which is used by a group of people for the purpose of communication.

Related to the function of Language above, people cannot be separated from language. It is important for us to learn about linguistics that make us easier to use and understand the language. Chojimah (2015:1) Linguistics is the study of language covering lexical, syntactical, and discourse levels. Linguistics is divided into two, Micro linguistics and Macro linguistics. Micro linguistics includes of Phonology, Morphology, Syntax, and Semantics, while Macro linguistics includes of Discourse analysis and Pragmatics.

In discourse, the data can be included written and spoken text. Brown and Yule (1996:24) state that discourse is language beyond the sentence, and the analysis of discourse is typically concerned with the study of language in text and conversation. In this study, the researcher focuses on discourse analysis. One of the purposes of discourse analysis is to observe the discourse entity, not only analyze one sentence or one paragraph, but also overall text. By learning

From the purpose of discourse above, we should analyze the texts to understand the meaning or message that would be conveyed.

In our daily life, we can find many examples of discourse. Celce-Murcia and Olshtain (2000:4) A piece of a discourse is an instance of spoken or written language that has described internal relationships between form and meaning (e.g., words, structures, cohesion) that relate coherently to an external communicative.

The uses of skills in communication become the main priority of the 2013 curriculum in term of communicative purposes. Materials and exercises provided in the textbook should be matched with the current curriculum and learners' needs. As in the 2013 curriculum, the teacher supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel

encouraged to analyze, observe and generate what they learn from other mediums of learning which in this case is a teacher or textbook. Of course, the essence of the curriculum and the learners' needs still have to be in total consideration for teachers when deliver the learning materials from the textbook or any other media because the students are different from one another. It is important to view language learning as a student centered because the students are individuals who differ from each other in significant ways (Snow, 2007:20).

Considering the situation above, the reading texts taken from the 2013 curriculum English textbook is chosen as an alternative media to teach character education through English subject. The book contains lesson plans and students' favorite stories for reading comprehension, writing skills, critical thinking, and character building.

However, not all stories from the book can be applied in our curriculum, but it must be selected and filtered whether the text is appropriate or not. First, teachers should consider the moral value of the text. Then, they have to consider the level of difficulties of the semantics and syntactic aspects from the text. And last but not least, the cohesion of the text to check whether the text is good or not.

For this reason, the researcher aims at investigating "An Analysis of Grammatical and Lexical Cohesion of Reading Texts in the Twelfth Grade of Senior High School 2013 Curriculum English Textbook Published By National Education Department". It is expected that the study would be useful for the students to understand the text easier and to be analysis in finding the types of grammatical and lexical cohesion.

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1.2 Statement of the Problem

As language inputs, reading texts presented in textbooks should also be appropriate in terms of difficulty level in order to build students' reading competence. A text which is too difficult and employs too complex grammatical constructions and lexical items. Meanwhile, a text which too easy does not extend the students' competence.

According to Broughton (2003: 102), texts must be properly graded and sequenced so that they can meet the abilities and develop the reading comprehension of students. Reading comprehension refers to the thinking process to construct meaning for a deeper understanding of things presented in a text (Westwood, 2008: 31-41).

The weakness of this thinking process may result in disengaging the students from the task of interpreting the texts, decreasing the students' confidence, and dodging from books. The reading comprehension problem can be minimized by providing students with texts which are appropriate to the students' level.

The issue of comprehension makes it important to investigate the grammatical and lexical cohesion presented in the curriculum 2013 English textbook of the twelfth grade. The English Textbook used as language inputs used in all around Indonesia. The investigation is expected to be able to analyze grammatical and lexical cohesion found in that textbooks are compatible as language inputs.

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Moreover, the investigation can be one of the ways to facilitate character education by providing precise materials for the students. Finally, it is expected that this research can contribute to the world of English language teaching especially reading skill by giving insight to teachers in selecting and adapting teaching material especially reading texts.

1.3 Limitation of the Problem

Based on the of the research, the writer focuses this research on analyzing the grammatical and lexical cohesion of reading texts of the twelfth grade of senior high school, that is to see the cohesiveness in terms of grammatical and lexical cohesion.

1.4 Purpose and Objective of the Research

The purpose of this research is to analyze the reading texts English textbook for senior high school of the twelfth grade students. Generally, the research is conducted to determine the reading texts of English textbook which meet the types of grammatical and lexical cohesion. Specifically, the research is conducted to fulfill the following objectives:

1. To find out the types of grammatical cohesion of reading texts of the twelfth grade of senior high school.
2. To find out the types of lexical cohesion of reading texts of the twelfth grade of senior high.
3. To determine frequencies in percentage grammatical and lexical cohesion of reading texts of the twelfth grade of senior high school.

1.5 Research Questions

The research questions are formulated as follows.

1. What are the types of grammatical cohesion of reading texts of reading texts of the twelfth grade of senior high school curriculum 2013 English textbook published by the national education department?
2. What are the types of lexical cohesion of reading texts of the twelfth grade of senior high school?
3. How many frequencies of the percentage of grammatical and lexical cohesion of reading texts of the twelfth grade of senior high school?

1.6 Significance of the Research

It is expected that this study would be beneficial for any domain in English education. Theoretically, it enriches the field of discourse analysis. Researcher hopes this research would a give contribution as below.

Firstly, it may provide valuable information about the grammatical and lexical cohesion of reading texts of the twelfth grade of senior high school and may contribute to the evaluation of other texts as language inputs in other textbooks in the same or different level of education.

Secondly, it would alert the teachers and material developers to reflect on the compatibility of materials especially reading texts and to encourage them to provide better language inputs for language learning especially for reading comprehension.



Thirdly, this research is hoped to improve the discussion of grammatical and lexical cohesion in semantics. By reading this research, it is hoped the students would be motivated to explore knowledge in the study of semantics especially about grammatical and lexical cohesion

In short, it might spark interest and enthusiasm of other researchers in how this issue could be approached from a different point of view. Finally, it would add the existing literature for other researchers especially the students of English language and education department.

1.7 Rationale of the Research

This research explores grammatical and lexical cohesion in English textbook. According to Baker (1992: 32), cohesion is a network of lexical, grammatical, and other relations which provides links between various parts of text. Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes.

In the case of texts consisting of a single sentence such as public notices, proverb, and the like, the internal cohesiveness can be explained through the function of its structure. It is the function of its structure that contributes to the meaningful and coherent sentence so that it can be regarded as a text. Here, cohesion functions as a non-structural text-forming relation that makes a single sentence as a text. In conclusion, cohesion does not only depend solely on the structural relation, but also non-structural relation.

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Cohesion of a text would lead to a better comprehension. A reader would not find any difficulties to build sense of flow, because all parts within the texts are connected. Considering this information, cohesion might help the reader in understanding the text easily. So, the cohesion of a text is an important matter.

Rationally, based on the explanation above, grammatical and lexical cohesion in reading textbook analysis is very important to support the students in learning English subject of the 2013 curriculum textbook.

1.8 Definition of Key Terms

In this research, the writer would like to clarify the meaning of the terms used as follows:

1. Discourse Analysis

Discourse analysis is a broad term for the study of the ways in which language is used in texts and contexts (Abrams and Harpham, 2005:282).

2. Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provide by the clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together (Nunan, 1993: 5).

3. Text

A text is any stretch of language which is held together cohesively through meaning (Feez and Joyce, 2002: 4).



Textbook

A textbook means a book giving instruction in a branch of learning (Hornby, 1995: 893).

2013 curriculum English Textbook is an English course for improve student's ability in English subject of the twelfth grade for Senior High School. It is written by Utami Widiati, Zuliati Rohmah, and Furaidah.

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CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Nature of Discourse Analysis

According to Gee (2005: 21), the study of discourse or discourse analysis is concerned with how speakers combine sentences into boarder speech unit.

Discourse is the way of combining and integrating language, actions, interactions, and ways of thinking, believing, valuating, and using various symbols, tools, and objects to enact a particular sort of socially recognizable identity.

Kridalaksana (1983: 259) states that discourse is a complete unit of language; the grammatical hierarchy is the highest or greatest grammatical unit. This discourse is realized in the form of a bouquet of intact (novels, encyclopedia series of books, and so on), paraghrap, sentence or word that brings a complete message.

Furthermore Alwi (2003: 419) says discourse is related to series of sentences that connect to each other proposition in the unity of meaning. In line with Alwi, Deese defines discourse as set of propositions which are in terconnected to produce a sense of cohesion or sense of cohesion for readers (Tarigan, 1987: 24).

On the other hand, Haliday and Hasan (1976: 1-2) the terms of discourse and text have the same meaning. A text is a unit of language in use. It is not grammatical unit, like a clause or a sentence, only bigger; it something differs from a sentence in kind. A text is best regarded as a semantic unit: a unit not of



form but by meaning. Nunan (1993: 6) has said that it is equal from Crystal assertion that text is a piece of naturally occurring, spoken, written or signed discourse identified for purposes of analysis.

According to Sumarlam (2010: 26), discourse can be classified based on several viewpoints. Based on the media used, discourse can be distinguished on written discourse and spoken discourse. Written discourse is a discourse delivered by the written media. To be able to receive and understand written discourse, then the receiver has to read first. In the written discourse occurs indirectly communication between the writer and the reader. Meanwhile, oral discourse is a discourse delivered in spoken language or verbal media. To be able to receive and understand the spoken discourse, then the receiver have to listen first. Occurrence in the spoken discourse is direct communication between speaker and listener.

The differences between the written and spoken discourse; (1) Sentences in spoken discourse tends to be less structured than the written discourse. Spoken language contains some incomplete sentences, often just a sequence of words that make up phrases. (2) The arrangement of subordinate language in spoken discourse is less than the written language. In spoken discourse tends not to use complex sentences subordinate. (3) Language in spoken discourse rarely uses conjunction because it is supported by the context. Language in written discourse often uses conjunction to indicate a relation ship of ideas. (4) Language in spoken discourse tends not to use the phrase long objects, while the use of the written discourse does. (5) Sentences in written language tend to objet-predicate structure, while the spoken language using topic-comment structure. (6) In spoken language

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support, the speaker can change or refine the structure of the lack of proper expression at that time, whereas the written language cannot be happened. (7) In particular spoken language in everyday conversation, speakers tend to use a common vocabulary. In contrast, the written language is often used special technical terms. (8) In the spoken language is often repeated the same syntactic form and used some filler, for example; I think, you know, if you know what I mean, and so on (Arifin and Rani, 2000: 22).

Moreover, Samusri as cited in Sumarlan (2010: 13), describes some aspects related to the study of discourse. These aspects are (a) the discourse of context. (b) the topic, theme or title of discourse. (c) the cohesion and coherence of discourse. (d) reference and discourse inference. Discourse context that helps provide interpretation of the meaning of the speech is discourse situation. The situation may be stated explicitly in the discourse, but can also be suggested by various elements of discourse, called characteristics (discourse) or coordinates (discourse), as speaker listener, time, place, topic, form of message, events, channel, and code.

In line with the above aspects, the discourse analysis can be done with two approaches or analyzed by two ways, i.e. from the text itself with micro-structural approach and from the text or of the context with macro-structural approach. In the micro-structural, discourse analysis focuses on textual cohesion, which is to reveal the order of sentences that form a coherent discourse. As well as the language, the discourse also has the shape and meaning. Cohesion and coherence

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are two elements that lead to a group of sentences to form the unity of meaning (Alwi, 2003: 41).

Tarigan (1987: 92), cohesion meaning and neatness form are important factors to determine the level of legibility and understanding of the discourse. Cohesion and coherence are important elements that determine the discourse. The word cohesion is sense of cohesion, whereas, the coherence word contained understanding linkages and relationships. If we associate with aspects of form and meaning, we can say that cohesion refers to the formal aspects of language, while coherence refers to the aspects of speech.

In this research, the writer analyzed the discourse in text or written form by using cohesion theory. That theory would be explored on concept of cohesion below.

2.2 The Nature of Cohesion

Haliday and Hasan (1976: 4) have stated that the concept of Cohesion is a semantic one; it refers to relations of meaning that exist within the text and that define it as a text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decode expect by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

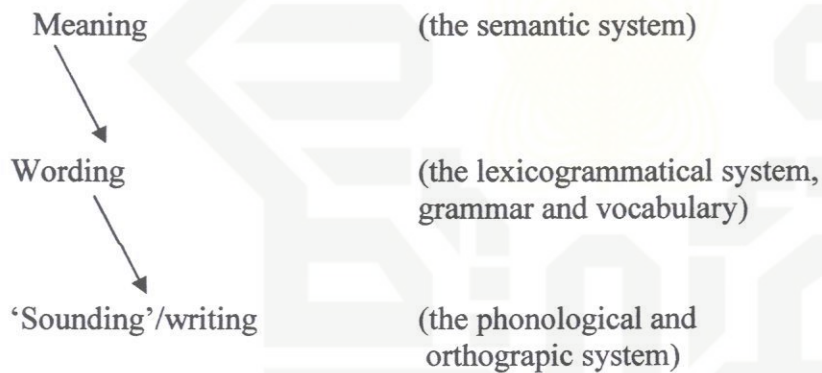
Cohesion is the formal aspect of language in discourse. Cohesion is a 'syntactic organization'. Syntactic organization is the texts which are coherent and



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well-structured solid. Lexical cohesion is a guide to the organization of the flow ideas in the text: Tracing groups of words with related meanings, one sees which semantic domains are used, to what extent and it what patterns.

Like other semantic relations, cohesion is expressed through the strata organization of language. Language can be explained as a multiple coding system comprising three levels of coding, or ‘strata’: the semantic (meaning), the lexicogrammatical (forms) and the phonological and orthographic (expressions). Meaning are realized (coded) as forms, and forms are realized in turn (recorded) as expressions. To put this in everyday terminology, meaning is put into wording, and wording into sound or writing (Halliday and Hasan, 1976: 5).



2.3 Kinds of Cohesion

Halliday and Hasan (1976: 6) state that cohesion is divided into two main parts: lexical cohesion and grammatical cohesion. Grammatical cohesion is the way that grammatical features are together across sentences boundaries. It contains of reference, substitution, ellipsis, and conjunction. Lexical cohesion is

the way aspect of vocabulary link parts of texts together. It contains reiteration and collocation.

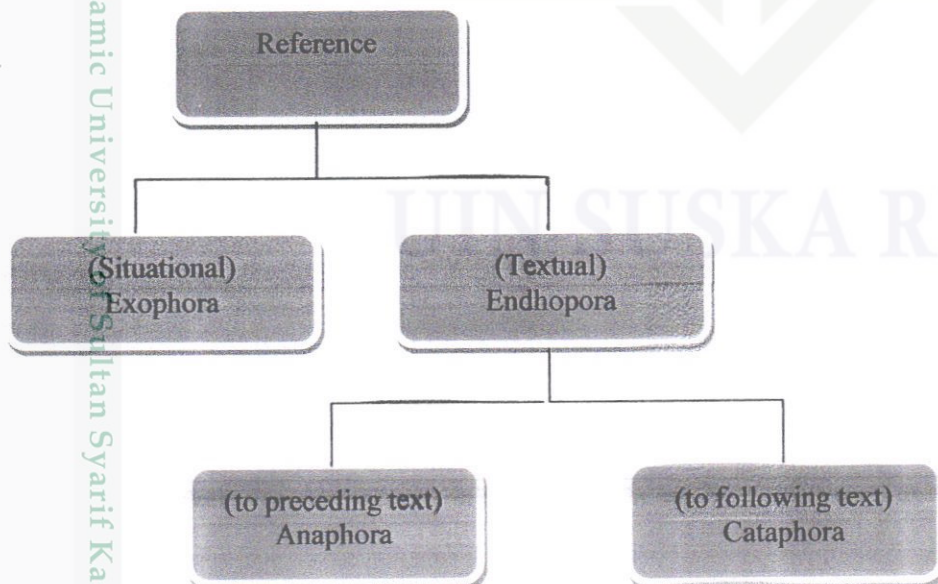
2.3.1 Grammatical Cohesion

Grammatical cohesion is constructed by the grammatical structures each component tie each other. Classify grammatical cohesion into 4 major classes: Reference, Substitution, Ellipsis, Conjunction (Haliday and Hasan, 1976: 2).

2.3.1.1 Reference

Reference concerns with the relations between a discourse or text element and preceding or following element. Reference deals with semantic relationship. There are certain items in every language which has property of reference. They refer to as Exhopora, or Exhoporic reference, and they contrast it with Endhoporic as general term of reference within the text (Haliday and Hasan, 1976: 33).

Scheme 1. Reference



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Example 1: Exophora

(in a fitting room)

Daughter : Mom, what do you think about this dress?

Mom : Oh dear, I think *that's* too short for you. Would you try *this*?
(showing another dress she is holding).

Endhopora consists of anaphora and cataphora. Anaphora refers to presupposition of something that has gone before, while cathapora refers to the presupposed element.

Example 2: Anaphora

The man is living alone. His wife left him for 5 years.

In this sentence, 'his' and 'him' is anaphoric which refers to 'the man'.

Without having a presupposed clause 'the man is living aone', we cannot decide what 'his' and 'him' refer to. Because we need to look back at the sentence gone before, this is an anaphoric.

Example 3: Cataphora

She's superstar, *she's* the best in his era. Let's welcome Agnez Mo!

In this sentence, 'she' is cataphoric to the presupposed sebjct 'Agnez Mo'.

We need to look forward to the following sentence to reveal what 'she' refers to.

2.3.1.1.1 Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. The category of personals includes the three



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- classes of personal pronouns, possessive determiners (usually called ‘possessive adjective’), and possessive pronouns. It can be seen in the table below:
- Table 1: Personal Reference**
- | | PERSONAL REFERENCE | | POSSESSIVE PRONOUN | |
|------------------------|--------------------|----------------|------------------------|----------------------|
| | Subjective Case | Objective Case | Determinative Function | Independent Function |
| 1 st PERSON | | | | |
| Singular | I | Me | My | Mine |
| Plural | We | Us | Our | Ours |
| 2 nd PERSON | | | | |
| Singular | You | You | Your | Yours |
| Plural | You | You | Your | Yours |
| 3 rd PERSON | | | | |
| Singular masculine | He | Him | His | His |
| Singular feminine | She | Her | Her | Hers |
| Singular non-personal | It | It | Its | |
| Plural | They | Them | Their | Theirs |
| Generalized person | One | One | One’s | |
- This reference has the system known as person where it is used in the special sense of role: first person, second person, and third person where three of them can be singular or plural.
- Examples 4:
- Hanna did not buy **the novel** because **it** was so expensive. (**It** as a subject personal pronoun refers to **the novel**).

- **Jane** visits **her** grandmother's home soon. (**Her** as a possessive adjective refers to the subject **Jane**).

2.3.1.1.2 Demonstrative Reference

Demonstrative reference is a reference by means of location. They are *this*, *these*, *that*, *those*, definite article *the*, *here*, *now*, and *then*. Halliday and Hasan add *this*, *these*, and *here* imply proximity to the speaker; *that*, *those*, and *there* imply distance from the speaker (Halliday and Hasan, 1976: 58-59).

Table 2 : Demonstrative Reference

Semantic Category	Selective				Non-selective
Grammatical Function	Modifier/Head		Adjunct		Modifier
Class	Determiner		Adverb		Determiner
Proximity	Singular	Plural	Time	Place	
Near	This	These	Now	Here	
Far	That	Those	Then	There	
Neutral					The

Example 5:

- Take **that** pencil, please!
- **These** students are diligent.

2.3.1.1.3 Comparative Reference

According to Nunan (1993: 24), comparative reference is cohesion in the form of reference that shows comparison between one thing and another. Comparative reference is expressed adjectives and adverbs, and serves to compare items within a text in terms of identity or similarity.



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Comparative reference is indirect reference divided into two parts; general comparison and particular comparison. General comparison expresses likeness between things. The likeness may take the form of identity, where two things are like each other (Haliday and Hasan, 1976: 76). Those are going to be described on the table below.

Table 3 : Comparative Reference

Comparison				
General (deictic)			Particular (non-deictic)	
Identity	Similarity	Difference	Numerative	Epithet
Some Equal Identical	Such Similar	Other Different Else	More Fewer Less	Comparative Adjective and Adverb. Eg. Better: so-as-more- less-equally
Identically	So Similarly Likewise	Different Else	Additional: so-as- equally	Comparative adjective and adjective. e.g. equally good
		Differently Otherwise	Quantifier: So, many	



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Examples 6:

- This dish is too light, I want the *heavier* one.
- (in a boutique) Woman: I think this blouse is too dark for my skin. Can I have the *lighter*, please?

2.3.1.2 Substitution

Substitution is defined as a replacement of an item with another item. Both items should have the same grammatical class. It is different from reference in which the item that is referred to should have the same semantic property. Substitution is mainly textual. It connects a links between parts of a text anaphorically and encloses them to the text. Exophoric substitution is very rare.

Table 4: The Differences between Reference and Substitution.

Types of cohesive relations	Linguistic level
Reference	Semantic
Substitution (including ellipsis)	Grammatical

The types of substitution might be defined grammatically instead of semantically and should be based on the grammatical function of the substitute item. It can be as a noun, verb or clause. These correspond with the three types of substitution which are nominal, verbal, and clausal substitution.



Types of substitution:

Scheme 2

Nominal substitution	<ul style="list-style-type: none"> ▪ One ▪ Ones ▪ Same
Verbal substitution	<ul style="list-style-type: none"> ▪ Do ▪ Did
Clausal substitution	<ul style="list-style-type: none"> ▪ So ▪ Not

2.3.1.2.1 Nominal substitution

Nominal substitution is a process of replacement of Nouns with 'one', 'ones', or 'same'.

Examples 7:

- My axe is too blunt. I must get a shaper *one*.
- When I was a kid, I had a kitten but then it lost. I wish I had the *same* now.

2.3.1.2.2 Verbal substitution

Verbal substitution is a replacement process of Verbs with 'do', 'did' or other auxiliary verbs.

Examples 8:

- You think John already knows? –I think everybody *does*.
- Why didn't you do the homework, Jean? All of your friends *did*!

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2.3.1.2.3 Clausal substitution

Clausal substitution is replacement process of clause, by 'so' or 'not'.

These substitution is aimed at avoiding the similar words to be repeated exactly at the next sentences or clauses.

Examples 9:

- if you've seen them so often. Of course you **know what they're like!** 'I believe *so*', Alice replied thoughtfully.²⁶
- Do **you think that the assignment will due this week?** I hope *not!* I haven't written anything!

2.3.1.3 Ellipsis

Ellipsis is a means of establishing semantic relation by using grammatical elements. Although it is the same with substitution, it has different structure and pattern. In ellipsis, something is understood without saying. In other words, it is substitution by zero.

Ellipsis is a matter of structural relation. It is established within the sentence. There is no structural relation between the sentences. Thus, there is no need to add additional idea of cohesion to make sentences hang together. Even, by explaining the structure within the sentence, it shows the relation between the sentence and it is important aspect of texture. That is why ellipsis is really important for grammatical cohesion and written discourse analysis.

There are three types of ellipsis. They are nominal, verbal, and clausal ellipsis. Again, the names of the types suggest the items that are omitted.

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3. The Islamic University of Sultan Saifuddin Kasim Riau

For example 10:

The ellipsis is marked by (0). The (0) is omitting the position of *my kids*.

Verbal ellipsis refers to ellipsis within the verbal group. The verbal group before presupposes the next verbal group which is not fully expressed in its systemic features. The interpretation is within the verbal group system.

- Have you been swimming? Yes **I have.**
- What have you been doing? **Swimming.**

2.3.1.3.3 Clausal Ellipsis

The clause in English of two elements which are modal and propositional elements. Modal element consists of subject and the finite element in the verbal group. The propositional element includes the remainder of the verbal group and any complement or adjunct that may be occurred. The different of complement and adjunct is the complement can become a subject if the clause was turned

around in some way, whereas the adjunct could not. The clausal ellipsis includes the omission in the modal and prepositional elements.

For example 12:

The whole sentence is *"The duke was going to plant a row of poplars in the park"*.

- What was duke going to do? Plant a row of poplars in the park.
- Who was going to plant a row of poplars in the park? the duke was.

In the first example, the modal element is omitted in the answer.

Meanwhile, in the second example, prepositional element is omitted.

Again, ellipsis is primarily grammatical relation. They hold the words and structures rather than relating them through their meanings. They are purely textual.

2.3.1.4 Conjunction

Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before. Conjunctions is usually structure a text/discourse in precise way and bring the presented elements into a logical order. Four types of conjunctions, namely additive, adversative, causal, and temporal.

2.3.1.4.1 Additive

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It functions to add the existing information by the virtue of coordination. They are tied to structural coordination and express the succession of two dependent



elements. Under this heading, the source of cohesion can be derived from the comparison of the semantic similarity between what is being said and what has gone before. Using conjunctions such as and, or, furthermore, similarly, in addition.

2.3.1.4.2 Adversative

Adversative refers to the contrary expectation. The connection in the adversative relation is gained by contrasting expectation which is derived from what is mentioned before. The expectation can come from the text or speaker-hearer configuration. Using conjunctions such as Such as but, however, on the other hand, nevertheless.

2.3.1.4.3 Causal

Nunan (1993: 27) said that "Causal relation represents one of cause and consequence". It means that one clause becomes the cause and the rest is the consequence. It involves the interpretation from the readers of the text to distinct them. That is why the clear-cut is difficult to be presented. In fact, causal relation includes result, reason, and purpose to form a cohesive chain. Using conjunctions such as so, consequently, for this reason, it follows from this.

2.3.1.4.4 Temporal

Temporal relation represents the sequence of time. It exists when the events in the text are related in terms of timing of their occurrence. Using conjunctions such as then, after that, an hour later, finally, at last.

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For examples 13:

➤ Additive conjunction

- For the whole day he climbed up the steep mountainside, almost without stopping **and** in all this time he met no one.

➤ Adversative conjunction

- Bawang merah acts so arrogantly to everyone. **On the other hand**, her sister, Bawang Putih acts so politely.

➤ Casual conjunction

- I think I never met him before **so** I didn't relpy for his call.

➤ Temporal conjunction

- Add some sugar to the lemon water. **Finally**, you can add some ice in it.

2.3.2 Lexical Cohesion

Haliday and Hasan (1976: 274) said that "Lexical cohesion deals with the meaning in text". "This is the cohesive effect achieved by the selection of vocabulary". It concerns the way in which lexical items relate to each other and to other cohesive devices so that textual continuity is created. Lexical cohesion concerns two distict but related aspects: reiteration and collocation.

2.3.2.1 Reiteration

Reiteration is "the repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is, where the two occurrences have the same referent" (Haliday and Hasan, 1976: 318-319).



Reiteration could be in the form of repetition, synonym, hypernym, and general word. All these devices have the function of reiterating the previous item, either in an identical or somewhat modified form, and this is the basis for the creation of a cohesive tie between the items. Often the tie is strengthened by the fact that the items are co-referential.

For example: Table 5

John caught a snake underneath a bucket	
Repetition	The snake is going to suffocate if it stays there very long.
Synonym	The serpent is going to suffocate if he does not let it go.
Hyperonym (superordinate)	The animal is going to suffocate if he does not let it go.
General word	The poor thing is going to suffocate if he does not let it go.

2.4.2.2 Collocation

Collocation is the use of “a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment”. Collocation is probably the hardest lexical cohesion to analyze.

Example 14:

- *Red Cross* helicopters were the resource persons in the water continuously.
- The blood bank* desperately will soon be in need of *donors*.

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2.4 Cipta Dilindungi Undang-undang; Engg libr also givi in system how prov clas fills teac shar

The teacher and share community textbook both showed partnership difference perceived

There is relation between teacher and textbook. The relation between teacher and textbook is an important consideration and it is a partnership that share common goals to which each side brings its mutual contribution. The aim of textbook should correspond as closely as possible to the aim of the teacher, and both should seek to meet the need of the learners to the highest degree. The partnership is helped when aims and objectives are well defined, and when the difference but complementary roles of the teacher and course book are clearly perceived and well balanced.



Textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercise for skill a practice (Richard, 2002, 254). The textbook does not stand alone; teachers do need a manual with specific information about how to begin, conduct and end each lesson given in the book.

Textbook is one type of books. It usually made by corporation to follow a set standard curriculum for a school system or larger organization, such as a province. Each subject has its own textbook that has arranged based on curriculum 2013. Textbook helps students and teacher in learning activities well in the school. Some publisher make creative and imaginative textbooks to interest students to read it with giving variation content through pictures, dialogs, and text types. Therefore, textbook is useful in learning activities in the school.

From the definition above, we can conclude that textbook is kind of book used in some studies at school or univesity as standar works in a particular skills or subjects as standars works with appropriate contents.

2.5 The Role of Textbook

According to Grant (1989: 8), a textbook has many functions for the teacher in order to run the teaching learning process well, or it has an important role in teaching learning process. Textbook do several useful functions, there are as follow:

1. They can identify what should be taught or learned, and the order in which it should be taught or learned.
2. They can indicate what methods should be used.



3. They can provide, neatly, attractively, and economically, all or most materials needed.
4. They can save the teacher an extraordinary amount of time.
5. They can act as very useful learning-aid for the students.

A textbook is best seen as a resource in achieving aims and objective that have already been set in term of learners needs. A source book has multiple roles in English learning teaching and converse as:

1. A resource for presentation materials (spoken and written).
2. A source of activities for learner's practice and communicative interactions.
3. A reference for the learners on grammar, vocabulary, reading, pronunciation, etc.
4. A source stimulations and ideas for classroom language activities.
5. A syllabus (where they reflect learning objective that have already been seterminded).
6. A support for less experienced teachers who have yet to gain in confidence.

2.5 The Nature of Text

Haliday and Hasan (1976: 1) said in linguistics, the word text refers to any spoken or written passage that form a unified whole. It is not defined by its size. It is best regarded as unit of meaning, not a form since a text can be single sentence or the integration of sentences. The meaning is encoded in sentences.

A text has texture that distinguishes it from the sequences of unrelated sentences. Texture is a property of being a text that reflects the unity of a text. Texture is provided by cohesive relation that exists within and between sentences (Haliday and Hasan, 1976: 2).

A text is created by putting words together to communicate meaning. The choice of words will depend on the purpose and context in creating a text. There

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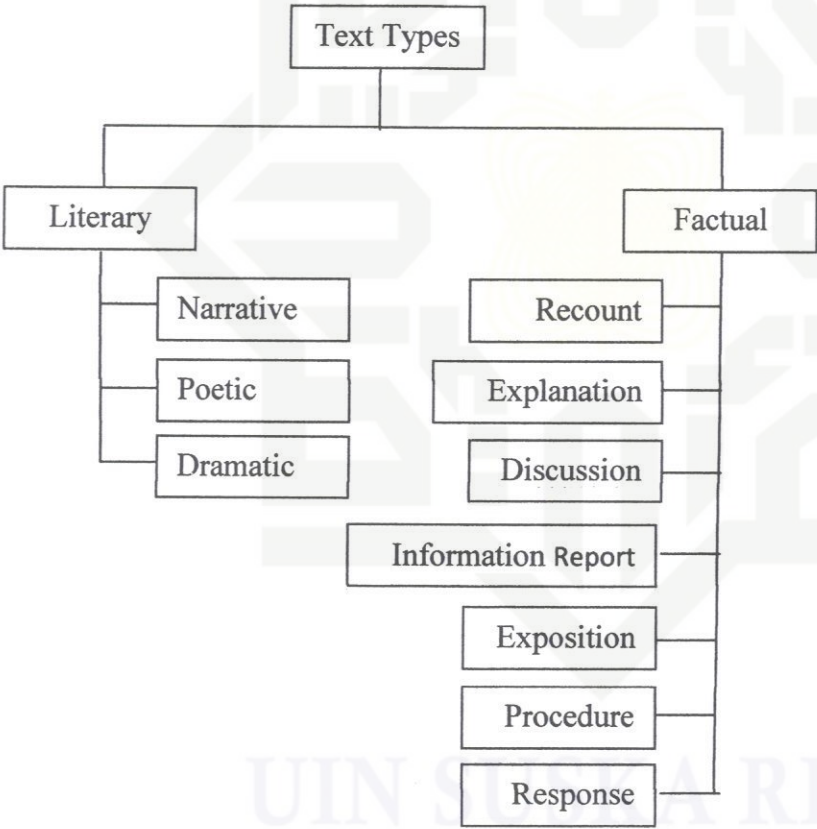


are two categories of texts, namely factual and literary. Factual texts present information on ideas that aims to show, tell or persuade the audience. There are seven main text types in this category, namely recount, explanation, discussion, information report, exposition, procedure, and response. Meanwhile, literary texts are created to appeal imagination and emotion of their readers. It includes fairy tales, song lyrics, mimes, soap operas, and so on. There are three main types of this category, namely narrative, poetic and dramatic.

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Scheme 3. Text Types (Anderson, 1997: 3).



In School Based on Curriculum 2013 for English subject, there are twelve text types that should be mastered by Senior High School students. They are narrative, recount, procedure, descriptive, news item, report, analytical exposition,



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hortatory exposition, spoof, explanation, discussion, and review text. Text type consists of three components in each text. Each text has its own social function, generic structure and language features. It can be seen in the table below:

Table 6: Genres of Text

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
1.	Recount	To retell events for the purpose of informing or entertaining.	<ul style="list-style-type: none">OrientationEventsRe-orientation	<ul style="list-style-type: none">Focus on specific participantsThe use of material processesCircumstances of time and placeThe use of past tenseFocus on temporal sequence

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
2.	Report	To describe the way things are with references to arrange of natural, man-made and social phenomena in our environment.	<ul style="list-style-type: none"> General classification Description 	<ul style="list-style-type: none"> Focus on generic participants The use of relational processes to state what is and that which it is The use of simple present tense (unless extinct) No temporal sequence

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
3.	Discussion	To present (at least) two points of view about issue.	<ul style="list-style-type: none"> Issue Arguments Conclusion 	<ul style="list-style-type: none"> Focus on generic human and generic non-human participants The use of: <ul style="list-style-type: none"> ➤ Material processes ➤ Relational processes ➤ Mental processes The use of comparative: Contrastive and Consequential conjunction Reasoning expressed as verbs and nouns

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No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
4.	Genre Explanation	To explain the process involve in the formation or workings of natural or socio cultural phenomena.	<ul style="list-style-type: none"> A general statement A sequenced explanation 	<ul style="list-style-type: none"> Focus on generic, non-human participants The use mainly of material and relational processes The use mainly of temporal and causal circumstances and conjunctions

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
5.	Genre Analytical Exposition	To persuade the reader or listener that something is the case.	<ul style="list-style-type: none"> Thesis Arguments Reiteration 	<ul style="list-style-type: none"> Focus on generic human and non-human participants The use of simple present tense The use of relational processes The use of internal conjunction to state argument Reasoning through causal conjunction or nominalization

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No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
6.	Exposition	To persuade the reader or listener that something should or should not be the case.	<ul style="list-style-type: none"> Thesis Arguments Recommendation 	<ul style="list-style-type: none"> Focus on generic human and non-human participants, except for speaker or writer referring self. The use of: <ul style="list-style-type: none"> Mental processes Material processes Relational processes The use of simple present tense

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
7.	News Item	To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.	<ul style="list-style-type: none"> Newsworthy events Background events Sources 	<ul style="list-style-type: none"> Short, telegraphic information about story captured in headline. The use of material processes The use of projecting verbal processes in sources stage Focus on circumstances

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No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
1	Food	To tell factual story, happened in the past time with unpredictable and funny ending.	<ul style="list-style-type: none">OrientationEventsTwist	<ul style="list-style-type: none">The use of action verbsThe use of connectivesThe use of adverbial phrases of time and placeThe use of the simple past tense
No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
2	Narrative	To amuse, entertain and to deal with actual or various experience in different ways and deal with problematic events, which lead to a crisis or turning point of some kind, which in turn finds of resolution.	<ul style="list-style-type: none">OrientationEvaluationComplicationResolutionRe-orientation	<ul style="list-style-type: none">Focus on specific and usually individualized participantsThe use of material processesThe use of relational processes and mental processesThe use of temporal conjunctions and temporal circumstancesThe use of past tense

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
10	Procedure	To describe how something is accomplished through a sequence of actions or steps.	<ul style="list-style-type: none">GoalMaterialsSteps	<ul style="list-style-type: none">Focus on generalized human agentsThe use of simple present tense, often imperativeThe use mainly of temporal conjunctionsThe use mainly of material processes

No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
11	Descriptive	To describe a particular person, place, or thing.	<ul style="list-style-type: none">IdentificationDescription	<ul style="list-style-type: none">Focus on specific participantsThe use of attributive and identifying processesFrequent use of epithets and classifiers in nominal groupsThe use of simple present tense

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No	Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
12.	Review	To critique an art work or event for a public audience.	<ul style="list-style-type: none">OrientationInterpretive recountEvaluationEvaluative summation	<ul style="list-style-type: none">Focus on particular participantsDirect expression of opinion through use of attitudinal epithets in nominal groups; qualitative attributes and affective attributesThe use of elaborating and extending clause and group complexes to package the informationThe use of metaphorical language

This research focused on analyzing textbook for the twelfth grade of Senior High School. So, the text types consisted of four texts. They are Explanation, Discussion, Narrative, and Review.



Related Studies

Cohesion analysis actually has been analyzed by some students for their research. After looking for some similar theses, finally writer found ten English journals which are researched by using cohesion theory. They are described as follows.

An international journal written by Samira HashemiAghdam and YaserHadidi (2015), entitled “Cohesion and Coherence in Political Newspaper and Discussion Sections of Academic Articles”. The purpose of this study was to explore and explain the occurrence of two types of lexical cohesive devices, i.e. collocation and synonymy evident generally in both academic and news genre, in a comparative approach. The corpus of the analysis comprises 20000 words for each genre and the model for analysis was mainly taken from Halliday and Hasan (1976). The manner and frequency of occurrence of both collocation and synonym in each genre were investigated and calculated. The results showed that in the discussion sections of academic articles, synonymy are the prominent cohesive device which manifests itself within a large number of cohesive chains. Another significant finding was the salient presence of chain leaps across unrelated synonymous and collocational words. The analysis of the news genre demonstrated that collocational bonds were the salient cohesive devices occurring in this genre. The striking presence of chain leap across unrelated collocational words was another important finding. The frequency and percentage of synonymous words were higher than collocational words in

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academic articles. In the news genre, the frequency and percentage of collocational words were higher than synonymous words. The study made some suggested comments on how the discourse of each genre and the discursive forces therein could render the textual realization of cohesion what it was. The findings of this study carried implications for writing instruction awareness and language teaching/learning scenarios in the EFL classroom.

The similarities between both studies lied on analyzed cohesion and research design using descriptive research. The differences between her research and this research were her research focused on analyzd cohesion and coherence on political newspapers and discussion sections of academic articles; meanwhile this research analyzed the grammatical and lexical cohesion on reading English textbook of senior high school twelfth grade.

An international journal written by Supong Tangkiengsirisin (2010), entitled “Promoting Cohesion in EFL Expository Writing: A study of Graduate Students in Thailand”. This study investigated the effects of teacher written feedback and students’ revision on the use of cohesive devices in expository compositions written by Thai postgraduate students. In addition to the explicit instruction of the cohesive devices, the teacher written comments, including corrective, advisory and indicative comments, were provided to the students’ essays. The feedback on cohesion in this study dealt with form, content, and most importantly, essay organization. Each essays from this experimental group was provided with a combination of teacher written

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comments focusing on the improvement of cohesion. Sixty pre-test and post-test essays were composed by the students from both the experimental group and the control/intact group. All the essays were analysed by Halliday and Hasan's (1976) cohesion analysis model. T-tests were conducted to examine the differences in the use of cohesive device between the pre- and post-test essays. The results revealed a significant improvement of cohesion in the writing of the experimental group, particularly referential, conjunctive and lexical cohesive ties. The pedagogical implications regarding of teaching ability and the positive effects of teacher written feedback and essays revision were derived on the basis of the research results. Insights gained from the present study were (1) that even though cohesion was useful linguistic element that contributes to well-connected writing, it may not be adequate as a means of measuring overall writing quality, (2) that teacher written feedback should be personalized to cater for each individual student's needs and each problematic writing situation, and (3) that feedback plays a crucial role in raising awareness regarding the use of cohesion in L2 writing.

The similarities between both studies lied on topic of the research that was analyzing cohesion. The differences between his research and this research was focused on teacher written feedback and students' revision on the use of cohesive devices in expository composition written by Thai postgraduate students and using experimental design; meanwhile this

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research was analyzing grammatical and lexical cohesion on reading English textbook senior high school twelfth grade by qualitative method .

An international journal written by Ying Shen (2010), entitled “Qualitative Characteristics of Coherence, Subtitution, and Reference by Non-English Major Chinese Students”. This study addressed the interrelation among coherence, substitution, and reference by non-English major Chinese students. The author collected data through student questionnaires. Participants include 30 non-English major Chinese undergraduate students. The findings of this study suggested that the similarities and differences were confirmed either in all participants or in the two gender groups. For example, in terms of similarities either all participants or the two gender groups tend to commit more mistakes in regards to coherence that substitution or reference. On the other hand, some significant differences were found, for instance, males scored relatively higher in the mean substitution and reference than did females, whereas females performed better in the mean coherence compered to males in the same field.

The similarities between both studies lied on part of cohesion topics (substitution and reference). The differences between her research and this research was her research were cohesion and coherence by non-English major and research design used quantitave design; meanwhile this research is analyzing grammatical and lexical cohesion on reading English textbook senior high school twelfth grade and research design by qualitative method.



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An international journal written by Widhiya Ninsiana (2014), entitled “Grammatical Cohesion Devices on the Indonesian Translation of English Bidding Document”. This research studied the grammatical-cohesion devices employed in the Indonesian translation of English bidding documents. This research aimed at (1) finding and describing in details about grammatical-cohesion-marking translation focused on Bidding Document translated as Dokumen Tender. This also described grammatical-cohesion-marking translation in which the change thereof is identified, (2) finding and explaining technique of grammatical cohesion-marking translation which is used by a translator and along with the reason thereof centralized in Bidding Document which is translated into Dokumen Tender, (3) disclosing and describing in details concerning the meaning equivalence and acceptability of grammatical-cohesion devices in Bidding Document to become Dokumen Tender. This research uses qualitative descriptive approach intergrated with established case study and having the orientation on such s product using holistic critical method which examines objective, genetic and affective aspects. The research findings there of were as follows: first, grammatical cohesion devices in Bidding Document translated into Dokumen Tender consisting of: first, cohesion marker of reference, substitution, ellipsis and conjunction. There were several grammatical cohesion devices in Bidding Document which experience to change and no to change in cohesion marker. This is because there were differences in grammatical structure, reference, and social culture context.



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Second, there are 6 kinds of translation techniques, namely literal, amplification, modulation, reduction and linguistic amplification technique.

Third, transfer of meaning of cohesion-marking translation in Bidding Document can be deemed good. This is based on the assessment of the experts that 89.77% of transfer of meaning of cohesion marking translation is considered accurate, 5.61% is less accurate, and 4.62% is inaccurate. Acceptability value or worthiness level of cohesion devices in this Bidding Document is stated very good. Worthiness level of cohesion-devices of this Bidding Document reaches 88.12%, and 5.94% is considered unnatural or improper.

The similarities between both studies lied on analyzed grammatical cohesion and using qualitative method. The difference between her research and this research was her research focus on analyzed grammatical cohesion devices on the Indonesian translation of English bidding document; meanwhile this research is analyzed grammatical and lexical cohesion on reading English textbook senior high school twelfth grade.

An international journal written by Veda Aslim Yetis (2017), entitled "The Role of Composing Process and Coherence/Cohesion in EFL Writing". The aim of this paper is to examine the role composing process and knowledge about coherence/cohesion in French foreign Language writing skill. Research sample consists of 35 Turkish students studying French language teaching at a Turkish university. The participants were first given a test containing of three parts in order to determine their level of knowledge



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about the rules of coherence-cohesion; then, they were asked to write an argumentative essay to see how good they were at writing. Right after the completion of essays, students were administered a 29-item questionnaire concerning the use of composing process. Findings have revealed the following conclusions: 1-Turkish EFL students who know the rules of coherence/cohesion have better writing skills; 2-The participants with better writing skills are those who can employ the composing process; 3-Knowing only the rules of coherence/cohesion or only employing the composing process is not enough to have advanced writing skills in French: both are necessary to be successful. According to the results, it is possible to suggest that rules of coherence/cohesion and composing process be incorporated into the syllabus of writing course and writing course be heavily based on these two topics. Teachers should explicitly teach the process and rules.

The similarities between both studies lied on topic of cohesion. The differences between her research and this research was her research focus on the role of composing process and coherence/cohesion in EFL writing and research design using quantitative design; meanwhile this research is analyzing grammatical and lexical cohesion on reading English textbook senior high school twelfth grade and research design by qualitative method.

6. An international journal written by Angelina Subrayan Michael (2013), entitled "Cohesion in News Articles: A Discourse Analysis Approach". The study discusses an analysis done on two Malaysian newspaper articles from the New Straits Times. The study investigates the discourses apparent in the

texts and the methods in which discourses are represented through particular linguistic choices. The purpose of this study is to identify discourses that stand for universally held assumptions about how different texts are created and how these discourses signify connection of specific practices and/or encompass a policy for change. Both articles project several connections in the field, in the theme and in the method of eriting which are reflected in their corresponding ritual of structural and lexico-grammatical resources.

The similarities between both studies lied on analyzed cohesion. The differences between her research and this research was her research focus on analyzed cohesion in news articles from the new straits times; meanwhile this research was analyzed cohesion on reading English textbook senior high school twelfth grade and research design by qualitative method .

An international journal written by Saeed Parazaran (2015), entitled “Investigating Grammatical Cohesive Devices: Shift of Cohesion in Translating Narrative Text Type”. This study focused mainly on the shifts of grammatical cohesion text translated from English into Persian. It aim to identify the grammatical cohesive device in ST and TT separately. Based on Halliday and Hasan’s model (1976), determine the number of occurrence of grammatical cohesive devices into text and finally, illustrate types of shifts of grammatical cohesion and strategies used in TT. To achieve these aims, a mixed-method (comparative and descriptive model) research design was used to spot cohesive shifts in TT due to translation, together with the employed strategies. To this purpose, the book, Oral reproduction of stories

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was investigated, with its translation. 39 different stories by different writers were selected as the sample of analysis. The results showed that the TT adopted all the three types of grammatical cohesive devices except verbal and casual substitution, with verbal substitution in Persian being carried down by reference, ellipsis, and lexical cohesion. The occurrence of grammatical cohesive devices in the TT was more frequent than that of ST. Regarding the general analysis of the cohesion shifts, the study showed that three types of shifts (i.e. establishment of new cohesion, elimination of cohesion and change of type of cohesive features) occur in translation. Finally it was revealed that the translation strategies undertaken by the various translators are motivated and influenced by three factors (i.e. systematic language differences Baker (1992), stylistic preferences and the translation process itself (Blum-Kulka, (1986).

The similarities between both studies lied on analyzed grammatical cohesion. The differences between his research and this research was his research focus on cohesion in translating narrative text; meanwhile this research is analyzing grammatical and lexical cohesion on reading English textbook senior high school twelfth grade and research design by qualitative method .

8. A national journal written by Agus Hidayat (2016), entitled: An Analysis of Grammatical Cohesive Device of the Short Story the Little Match Girl by Hans Christian Anderson". The type of the study in this case is descriptive qualitative research. This study is done by analyzing the short story by

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locating the references used in the story and the calculating the amount of the references and determining the type of references found in two categories, anaphoric and cathaphoric references. Based on the analysis, it was found that the short story contain 87 (eighty seven) references, in which 81 (eighty one) references belong to the anaphoric category and 6 (six) references belong to cathaphoric category.

The similarities between both studies lied on analyzed grammatical cohesion and research design using descriptive qualitative method. The difference between his research and this research was his research focus on analyzed the grammatical cohesive device only; meanwhile this research is analyzing grammatical and lexical cohesion.

A national journal written by Hanita Masithoh (2017), entitle “Grammatical Cohesion Found in Recount Texts of “Pathway To English” X Grade Curriculum 2013 General Program By Erlangga”. The role of textbook in teaching learning process is very important since most teachers used it as the source and guidance of teaching materials. In order to know the quality of the textbooks, the teachers should be able to analyze the materials contained inside because the selection of the textbooks determine the quality of the materials which will be delivered to the students. This study aimed to find out the grammatical cohesion of recount text in Pathway to English ; English textbook for tenth grade of senior high school published by Erlangga. The design of the study is a qualitative study using literature review as an approach. The study found that there are three recount texts in

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Pathway to English. Text 1 and 3 contained three types of grammatical cohesion (reference, ellipsis, conjunction). Text 2 contained complete grammatical cohesion (reference, substitution, ellipsis, conjunction). This textbook categorize as fair criteria because the percentage of grammatical cohesion is 33%.

The similarities between both studies lied on analyzed cohesion and research design using qualitative method. The differences between her research and this research was her research focus on analyzed grammatical cohesion found in recount texts of "Pathwat to English" X grade by Erlangga; meanwhile this research was analyzed grammatical and lexical cohesion on reading English textbook senior high school twelfth grade by National education department.

10. A national journal written by Ayub, Ketut Seken, and Wayan suarnajaya (2013), entitled "An Analysis of the Cohesion and Coherence of Students' English Writings at the Second Grade os SMAN 1 LABUAPI West Lombok". This study aimed at analyzing students' writings in terms of: (1) the types of cohesive devices used; (2) the types of topical progressions; and (3) the problems of coherence. The subjects investigated were 30 second grade students of SMAN 1 Labuapi. There were two kinds of data collected: written and verbal data. In collecting the data, the students were given a writing task and the students and the English teacher were interviewed. The data were analyzed qualitatively based on Halliday and Hasans' theory of cohesion (1976) and Topical Progression Analysis of Lautamatti (1978) in

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Hoensch (2009) and Almanden (2006). The results of study were (1) the students used the five types of cohesive devices to serve the coherence of their writings of which reference 40.84% with personal reference as the dominant use. Lexical cohesion was used 37.99% dominated with repetition. Then, it was followed by conjunction 19.60% ellipsis 1.35%, and substitution 0.29%; (2) the topical progression used was parallel progression with the percentage 56.84%, sequential progression 24.19%, and extended parallel progression 18.25%; (3) some problems in coherence of students' writings were reference, conjunction, lexical cohesion, tenses, auxiliary 'to be', passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure. The result of the study indicates that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students' writings by applying TSA.

The similarities between both studies lied on analyzed cohesion and using qualitative method. The difference between their research and this research was their research focus on analyzed cohesion and coherence of students' English; meanwhile this research was analyzed grammatical and lexical cohesion on reading English textbook.

2.8 Operational Concept and Indicators

In learning English, students can learn English by reading. By reading, the students can develop their mind. One of reading materials textbook. Reading

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textbook is one way learn English that most applied by students, especially in school levels. Textbook is a book about particular subject that used in the study of that subject especially in a school. In a textbook will be found some types that should be mastered by students.

Most important material should be learned by students is text types. In senior high school level. Students will find many text types in a textbook. In learning English subject, some students got difficulties to comprehend or understand texts. When they read texts, they got difficulties in referring a word or phrase to get the meaning of text. One of reasons is because the students need to improve about cohesion.

According to Nunan (1993:5), cohesion is the resources within language that provide continuity in a text, over and above that provide by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together. Cohesion is a necessary in understanding a text by reader especially, students. Because by learning about cohesion will help the readers to a better ways in understanding a referent in a text.

The indicators for Grammatical Cohesion are:

1. The parts are related to each other.
2. Relations of meaning exist within the text and that define it as a text.
3. Interpretation of some elements in the discourse is dependent on that of another.

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4. Accounting for how pronouns, demonstratives, definite article, and other markers signal texture co-reference in oral and written discourse.
5. Accounts for how conventions of substitution and ellipsis allow speakers/writers to indicate co-classification and to avoid unnecessary repetition; the use of conjunction to make explicit links between propositions.

The indicators of Lexical Cohesion are:

1. Repetition

Repetition is the most direct and obvious source of lexical cohesion since it is the mere identical recurrence of a preceding lexical item (e.g. algy met a bear. The bear was bear was bulgy).

2. Synonym

The fact of two or more words or expressions having the same meaning (e.g. big, large).

3. Hyponymy

Describes a “specific general” relationship between lexical items (e.g. then they began to meet vegetation – prickly cactus – like plants and coarse grass plants and grass are specific parts of vegetation).

4. Meronymy

Describes a “part-whole” relationship between lexical items (e.g. she knelt down and looked along the passage into the loveliest garden you ever saw).

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5. Antonymy

Describes a relationship between lexical items that have opposite meanings (e.g. he fell asleep. What woke him was a loud crash).

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CHAPTER III

RESEARCH METHOD

Research Design

This research used qualitative method. It had description quality and disposed used analysis with qualitative approach. The process and mean more full up in qualitatively.

The main part of the qualitative analysis of the material is form by the coding process, i.e. interpreting the text analyzing and attributing the meaning (of key words, notions, codes) to its individual parts (Charmaz, 2006; Bryman, 2004; Flick, 1998), respectively. This research was a full description of grammatical and lexical cohesion reading texts of the twelfth grade of senior high shcool 2013 curriculum of english textbook published by the national education department. Therefore, the researcher used descriptive method. In addition, this research is qualitative one since it does not include any calculation or enumerating.

Data Sources

The data was taken from The reading texts of the twelfth grade of senior high shcool 2013 curriculum of english textbook published by the national education department. The data is the form of words, phrases, and sentences in discourse analysis.



Table 6: The Details of Reading texts Presented in the English Textbook of Twelfth Grade of Senior High School.

No	Title	Term	Page	Number of Sentences
1	Six Things to Do if You Visit Seattle	1	17-20	27
2	Caption	1	34	11
3	Humber Bridge	1	64	7
4	The Construction of Jakarta	1	65	3
5	Tenants advised to obey regulations on apartment	1	68	11
6	Parents upset, disappointed with online school registration	2	84-85	22
7	Indonesia Opens Regional Recycling Conference	2	99-100	11
8	How to Make Chocolate Dipped Strawberries	2	111	8
9	Botanical Garden	2	120-121	11
10	Treated the Head Lice	2	121	10
11	How to Breed Leopard Geckos	2	122-125	41
12	Bathing Your Dog	2	125-128	33
13	How to Operate Photoshop: Tutorial for Beginners	2	140-143	32
Total				227

1.3 Data Collection Technique

The purpose of this study was to find out whether the texts in English textbook were written cohesively and in order to know lexical and grammatical cohesion mostly used in texts in English textbook.



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- In doing this research, the writer uses three steps as follows:
1. **Selecting the textbook**

A textbook is one of the important media to support the teaching and learning process. Textbook which is designed for classroom use provides many items such as vocabulary items, reading texts, speaking exercise, instruction, etc.

The writer choose one textbook which was used by the twelve grade students of Senior High School. The writer choose this book because it is a kind of good English textbook based on 2013 curriculum.
 2. **Selecting the texts**

After selecting the textbook, the writer did the step that is selecting texts in the textbook chosen. There are 13 reading texts and writer analyzed all of them.
 - 1.4 **Data Analysis Technique**

The writer will analyzed the data based on Halliday and Hasan (1989) theory. The analysis of data were done in the following steps.

 - a. **Dividing and Numbering sentences into clauses**

The choosen sentences of reading textbook were divided into clauses, and then the clauses found were numbered in order to find the lexical and grammatical cohesive devices items within the clauses.
 - b. **Putting the number of lexical and grammatical cohesive devices into tables based on its types**



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In this step, the data were show in the form of tables. So that the lexical and grammatical cohesive devices were seen clearly. The followings are examples of the table of cohesion.

Table 7: The table of cohesion

No	Sentence	Number of ties	Cohesive item	Type	Presupposed item
1					
2					
3					

The classification of the data was based on the types of cohesion followed the coding scheme below. This scheme was aimed to ease the classification. It was adapted from coding scheme of cohesion proposed by Halliday & Hasan (1976: 333-339).



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Scheme 4

Coding Scheme of the Types of Cohesion

Type of Cohesion		Coding Scheme		
Grammatical Cohesion				
I	Reference	R		
	A. Personal		I	
	1. First person singular	I, me, my, mine		A
	2. First person plural	We, us, our, ours		B
	3. Second person singular and plural	You, your, yours		C
	4. Third person singular masculine	He, him, his		D
	5. Third person singular feminine	She, her, hers		E
	6. Singular non-personal	It, its		F
	7. Plural	They, them, their, theirs		G
	8. Generalized person	One, one's		H
	B. Demonstratives		II	
	1. Demonstrative, near	This/these, here, now		A
	2. Demonstrative, far	That/those, there, then		B
	3. Definite article	The		C

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Type of Cohesion		Coding Scheme		
Grammatical Cohesion				
C. Comparatives	1. Identity	Some, equal, identical, identically		a
	2. Similarity	Similar(ly), such, so, likewise		B
	3. Difference	Different, other, else, additional, differently, otherwise		C
	4. Comparison, quantity	More, less, as many; ordinals		D
	5. Comparison, quality	As+adjective; comparatives and superlatives		e
II Substitution			S	
	A. Nominal	One, ones, same		I
	B. Verbal	Do, did, be, have		II
III Ellipsis	C. Clausal	So, not		III
			E	
	A. Nominal			I
	1. Deictic as Head	Each, every, both, all, some, other		a
	2. Numerative as Head	First, second, third, one, two, three, much, many, most		b
	3. Epithet as Head			c
	B. Verbal			II
	C. Clausal			III

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Type of Cohesion			Coding Scheme		
Grammatical Cohesion					
IV	Conjunction		C		
	A. Additive	And, or, furthermore, similarly, in addition, in other words, that is, e.g., thus		I	
	B. Adversative	Such as, but, however, on the other hand, nevertheless, yet, only		II	
	C. Causal	So, consequently, for this reason, it follows, therefore, because, to this end, in that case		III	
	D. Temporal	Then, after that, before that, now, at this moment, an hour later, meanwhile, next, finally, in conclusion, at last			
Lexical Cohesion					
I	Reiteration		Rt		
	A. Repetition			I	
	B. Synonym			II	
	C. Super ordinate			III	
	D. General words			IV	
II	Collocation		Co		

c. Counting the number of grmmatical and lexical cohesiv devices in the form percentages.

The purpose of this section is to know what kind of cohesive devices perform mostly used in English textbook. Furthermore, the writer counted the

types of both grammatical and lexical cohesion into percentages. In this analysis, the writer used a simple formula:

$$X = \frac{N}{\sum N} = 100\%$$

Where;

X : the percentage of cohesion in texts found in the textbook

N : the number of each type of cohesion in texts found in the textbook

$\sum N$: the total number of the cohesion items found in the texts in the textbook.

a. Grammatical Cohesion

1. Reference
2. Substitution
3. Ellipsis
4. Conjunction

b. Lexical Cohesion

1. Reiteration
2. Collocation

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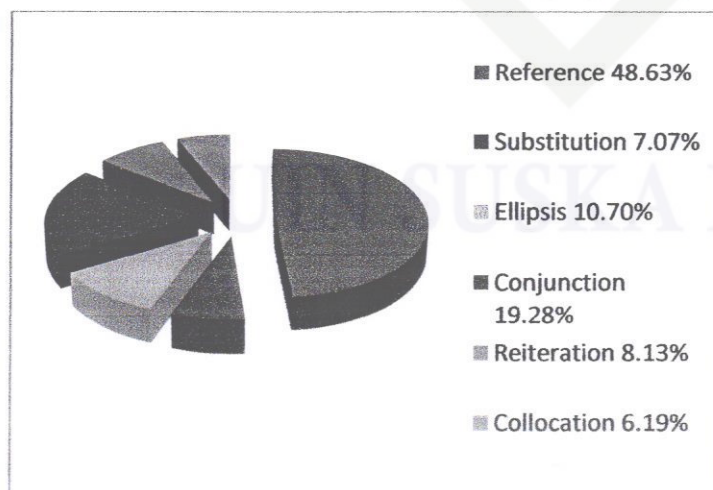
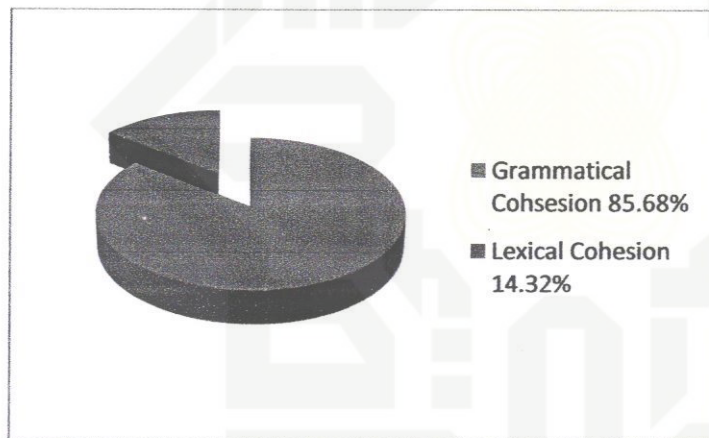
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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

By using the theory of Halliday and Hasan concept of cohesion in English, reading textbook has been revealed through the grammatical and lexical cohesion used in the text. The kinds of grammatical cohesion appear in reading text of this textbook are reference, conjunction, ellipsis, and substitution. It means that all of the type of grammatical cohesion used in the text. So, it can be concluded that reading text in this English textbook has been arranged grammatically cohesive.





The result of percentage in the group of grammatical cohesion are: reference is 48.63%, substitution 7.07%, ellipsis 10.70%, conjunction 19.28%, and lexical cohesion are: reiteration 8.13%, and collocation 6.19%. from that information, the researcher is able to conclude that the dominant cohesion is grammatical cohesion. It is the highest number in percentage of 85.68%.

5.2 Implications

There are two implications of this research to the language teaching. The details are as follows.

From the findings of this research, it is implied that the analysis of cohesion can be a means of analyzing the compatibility of texts as language inputs.

Thus, in order to be able to select the teaching material, the teachers should know and master the cohesion analysis. Besides selecting the texts, teachers are expected to be able to adapt the material provided in textbook using inferences analysis to explicitly show the semantic relation in the texts.

Reading comprehension involves interactive processing that combines top down and bottom up processing. Besides giving scaffolding about the difficult words, the teachers should be able to facilitate the students' comprehension by telling the socio-cultural background of the stories and purposes of having the texts if it is necessary, in order to make students easily relate to their prior knowledge.

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Suggestions

There are several suggestions for related parties. The suggestions are described as follows.

1. To teachers

This research is supposed to give ideas and knowledge for teachers to select texts as language inputs particularly reading texts by using theory of cohesion proposed by Halliday and Hassan (1976) and Bloor and Bloor (1995). Furthermore, the researcher suggests teachers to be able to learn and make use knowledge about cohesion.

2. To textbooks' developer

This research is expected to be contributive enough the process of deciding which texts should be included in the textbooks. The developers are expected to be able to use the theory of cohesion selecting the materials particularly texts in order to make sure that texts are properly graded to the students' competence.

3. To students of senior high school

This research is supposed to give insights about how semantic relation is established in the texts. By reading the results of this research, the students will know how the semantic links are established in reading texts. The researcher expects that the students can make use of this knowledge as the strategies in comprehending texts.

4. To other researchers

Other researchers can explore more than this research has accomplished. First, other researchers may search about the cohesion and coherence in the same

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reading texts. Second, they can look for cohesive devices in the different types of texts. Also, the other researchers may use different textbooks as the source of data.

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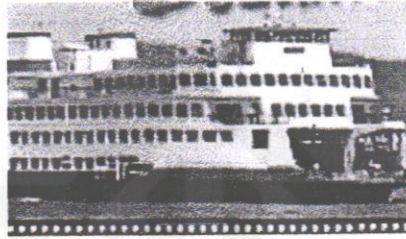


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Six Things to Do if You Visit Seattle

There are 6 must-have experiences that you should do if you visit Seattle where city and nature come together. If you visit Seattle, arrive with this list in hand and you'll be off to a foolproof start for exploring the Emerald City's most unforgettable sights and sounds. If you visit Seattle, do the following things:

1. Feel the fresh air on your face as you sail to Bainbridge Island on a Washington State Ferry. From the ferry you can enjoy the view of the Seattle skyline. If you want to enjoy



Source: wsdot.wa.gov

Bainbridge Island, stroll around downtown's galleries, boutiques, coffee houses and cafes. Seasonal gardens and natural woodlands at the Boedel Reserve are as the other options.

2. Why don't you tour the Pike Place Market's produce stands to buy something you've never tasted. The Pike Place Market is much more than a farmers' market. Its entire district is full of shopping, attractions and favorite sights. The area is festival of sounds, tastes and smells and it is part of the reason. It's called the 'soul of Seattle'. Unless you have allergic to noises, make sure you take time to spot these beloved icons.



Source: pikeplacemarket.org

3. Book a night at one of the many cozy B & Bs or resorts available throughout the San Juan Islands. Cozy bed and breakfasts are the perfect way to enjoy the friendly island culture. If you have enough time, tour the numerous art galleries in Friday Harbor. You can also enjoy naturalist-guided tours, wildlife spotting, whale watching and storm watching.



Source: visitseattle.com

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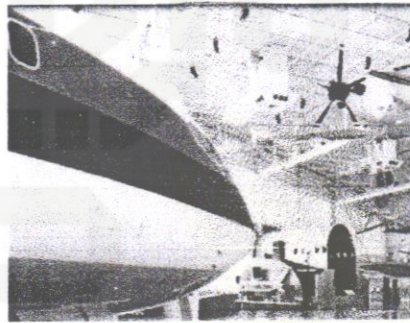
- See exciting and experimental works at Chihuly Garden and Glass.

A visit to this site is an opportunity to take full advantage of the location at the Seattle Center, a premier destination for arts, entertainment and leisure activities. If you visit this city, you should explore the Space Needle and Pacific Science Center. Experience Music Project and a variety of cultural activities offered throughout the year.



Source: Kemendikbud

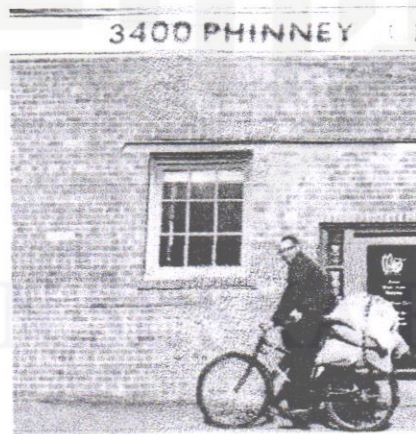
- Watch the world's most sophisticated aircraft be built before your eyes at the Boeing factory in Mukilteo. If you are curious to know about it, you should explore the dynamics of flight and experience new aviation innovation. Go behind the scenes at Boeing to watch the very same jets you may one day be a passenger on being assembled.



Source: futureofflight.org

- Tour the Theo Chocolate Factory in Freemont and learn how their delicious confections are made.

This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.



Source: thechocolate.com



Text 2 (Page 34)

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A caption, also known as a cutline, is a text that appears below an image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. Captions can consist of a few words of description, or several sentences. Along with the title, lead, and section headings, captions are the most commonly read words in an article, so they should be succinct and informative.

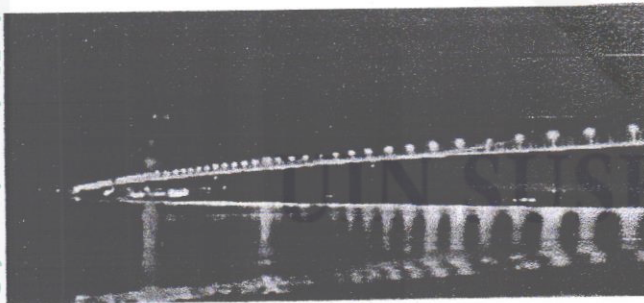
Captions also include a short title or heading of an article in a magazine or newspaper. Words shown on a cinema or television screen to establish the scene of a story are also called captions. Captions can also be inserted below/above charts, figures, graphics and tables.

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct. It establishes the picture's relevance to the article, provides context for the picture, and draws the reader into the article.

(Adapted from: en.m.wikipedia.org)

Text 3 (Page 64)

Since 1981, the Humber Bridge in England has been the world's longest-span (1,410 meters) bridge. Like most other long-span bridges, it is a suspension bridge. In a suspension bridge, the bridge deck hangs, or is suspended, from thick steel cables. They are made of tens of thousands of kilometers of thin steel wires bound together.



Source: www.britannica.com

The cables go up and over tall towers on either side of the gap to be spanned. They are anchored firmly at each end. In the largest suspension bridges, the towers have to be built slightly out of parallel to allow for the curve of the Earth!

(Source: *Children's First Cyclopaedia*, compiled by M. Dempsey)



Text 4 (Page 65)

The construction of the Jakarta metropolitan area's new 21-kilometer-long Antasari–Depok–Bogor toll road kicked off on Thursday as the government boosted efforts to support the capital city's expansion.

The toll road connection will give the public an alternative access to ease congestion on Jl. Sawangan and Jl. Margonda in Depok, which is the only major route to Jakarta from Depok. "The Antasari-Depok toll road is an important project as it is part of the ring and radial road system in Jakarta," Public Works Ministry Director General of Highways Djoko Murjanto said during the launch.

(Source: *The Jakarta Post*, May 9, 2014)

Text 5 (Page 68)

Tenants advised to obey regulations on apartment

Jakarta: A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to moving in to help prevent unexpected security-related occurrences.

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibhindar said.

"Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

"This is important, especially for a family that has a young child," he was quoted as saying by *okezone.com*.

According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular.

"Most of Jakarta's residents are more accustomed to living in a landed house and when they live in an apartment, many are not ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house," he said.

He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children. "The quality of building materials should be prioritized," he said.

"Children's safety should be the main concern with regards to the building materials that are used," he said.

(Adapted from: *The Jakarta Post*, May 9, 2014)

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Parents upset, disappointed with online school registration

The Jakarta Post, Jakarta | Headlines | Sat, July 05, 2014, 9:25 AM

Hundreds of parents thronged the Jakarta Education Agency's office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday.

During their visit to the agency's office, the parents expressed their dissatisfaction with the online system, which according to them was disorganized and made it difficult for them to register their children for enrollment in public schools.

Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.

However, he added, his daughter was also turned down after she registered at a different school because her name was still listed for SMKN 47 Jakarta.

"First, my daughter was rejected because of her height, and now due to technical issues, she can't register at any school. I just want to get her into a good school," he said, adding that he hoped the agency could solve the problems as soon as possible.

Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.

She said that her son was initially accepted at East Jakarta public school through public admission phase. However, he did not re-register with that school as he wanted to shoot for a better state-run school through the local admission phase.

"But the second school rejected him because he had been accepted through the public admission phase. Since my son did not re-register at the first school, now he isn't registered anywhere," she said.



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The online registration system has been applied in the capital since 2004. No such problems occurred with the previous registration system.

This year's student admission system has three phases: public admission, where students vie for seats with other students throughout the country; local admission, where students compete with others in the same province; and third admission, where students who did not get accepted during first and second admission resubmit their applications.

Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

"They can then transfer them to a public school in the second semester," he said on Thursday as quoted by *kompas.com*.

However, Rida Afrida, who wanted to register her son at state junior high school SMP 194, did not agree with that idea. According to her, a lot of people have chosen public schools over private schools for financial reasons.

"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," she said.

Meanwhile, acting Jakarta governor Basuki Tjahaja Purnama said that the parents should be patient and not panic.

"We had no problems last year. The process might be a little complicated, but there's no reason to panic," the acting governor told reporters at City Hall. (*idb/dwa*)



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Indonesia Opens Regional Recycling Conference

Petrus Riski

February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing **awareness** of waste management for economic and environmental **benefits**.

The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, **is** being attended by 300 participants from nearly 40 Asia and Pacific countries.

The city was chosen to host the event because of its success in managing **municipal** waste through the 3Rs, Reduce, Reuse, and Recycle.

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every **household** involved in recycling activities. "We can see that every year there is a **reduction** in the volume of **trash** that ends up in the **landfills**. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it's 1,200 cubic meters," she explained. "So you can see the **reduction**, which goes to **composting center**, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

"The school does not only teach about the **environment** but also introduces environmental-friendly **practices**, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.



Attendees at the 3R Forum look at toy motorcycles made from recycled parts, Surabaya, Indonesia. (Petrus Riski/VOA)

The conference will continue until Thursday.

(Sources: www.voanews.com)



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How to Make Chocolate Dipped Strawberries

To make chocolate dipped strawberries, **first**, prepare all the following ingredients:

- 2 chopped squares semisweet or bittersweet chocolate
- ½ tablespoon whipping cream
- Dash almond extract
- 8 strawberries



Source: daylightfoods.com

Second, combine the chocolate and the whipping cream in a glass measuring cup or bowl. Microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.

Finally, dip each strawberry into the melted chocolate, allowing the excess to drip off. Place on a waxed paper—lined baking sheet. Refrigerate or freeze for approximately 15 minutes until the chocolate is set.



Text 9 (Page 120-121)

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Last Saturday, the 12 grade students went for a trip to the **botanical garden**. Some teachers were also **with us**. We gathered together **in front of the school yard very early in the morning**. It took us **about two hours by bus to get there from our school**.

At the botanical garden, we did several things. First, we bought the entrance ticket. Second, we listened to our teachers' instruction about group activities. Next, we divided ourselves into groups based on our personal interests. Then, each group followed the assigned teacher. We spent the rest of the day with our groups doing a lot of activities. It was really a fun day for us.

Text 10 (Page 121)

Head lice can be treated by wet combing. For it to be effective, wet combing needs to be regular and thorough. These are the steps of wet combing. First, wash the hair using ordinary shampoo and apply plenty of conditioner, before using a wide-toothed comb to straighten and untangle the hair. Second, switch to the louse detection comb. Third, draw the comb down to the ends of the hair with every stroke, and check the comb for lice. Next, remove lice by wiping or rinsing the comb. Then, work methodically through the hair, section by section, so that the whole head is combed through. Finally, rinse out conditioner and repeat the combing procedure. Repeat the procedure on days 5, 9, and 13, so that you clear young lice as they hatch, before they have time to reach maturity.

(Adapted from: www.nhs.uk)

UIN SUSKA RIAU



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How to Breed Leopard Geckos

Leopard geckos could be easy to breed for some, but difficult for others. In this article, you will see the simplest way to breed leopard geckos.

Things you'll need:

1. Cage for Geckos (20 gallon for two, 10 gallon more for each additional female)
2. Laying box (A plastic container filled with damp moss for the female to lay in.)
3. Incubation Medium (usually Perlite)
4. Lots of crickets dusted with calcium for egg growth
5. Very small crickets for the babies

Steps:

1. Get a male and female leopard gecko.

The males have hemipenial bulges below the vent whereas females do not. Males and females both have a V-shaped row of scales above the vent but only the male's scales here are hollow and produce wax. This wax is for scent marking their territory.

2. Prepare a large cage for the male and female to live in together.

Geckos can be kept together without the need to separate them unless you see major aggression. It is sometimes normal when first introducing a male and female for there to be a little squabbling, but this usually stops within the first week. Breeding should occur within a week.

For a pair you will need at least a 20 gallon long tank. You may also choose to house one male with 4-5 females; add 10 gallons of space for each additional gecko.

If you see major drama/fighting, separate the pair. You'll want to confirm they are not both males. If one male and one female, you can reintroduce them again later.



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3. Get the incubator ready for the eggs and provide a lay box.

You can use a plastic sandwich container with a lid for this purpose. Cut an entry hole on one side and fill it with damp moss (This can be used as the moist hide too).

4. Ready the laying box to put in the cage.

Females dig to lay their eggs, so you will provide a place for them to dig. In about 4 to 5 weeks, the female will lay her eggs. Normally, you will see her digging in the laying box and laying the eggs in pairs. It will be easy to tell she has laid the eggs, particularly since she will be much thinner.



Source: www.clipartbest.

5. Place the eggs in the incubation medium.

Remove them from the laying box and be careful not to rotate or jiggle the eggs. After 24 hours of being laid, the embryo inside attaches itself to the side wall of the egg. Rotating or jiggling this egg could cause the embryo to come loose and drown inside, killing it. If you want girls, set the incubation temperature 80 to 85 degrees; if you want males, set the temperature 90 to 95 degrees, and if you want a mix, set the temperature in the middle!

6. Observe the developing embryos.

After a few weeks you will be able to "candle" the eggs using a small flashlight. You don't have to touch the eggs, just take them into a dark room and shine the light as close to the shell as you can. You should see pink inside with red blood vessels. The further along the eggs are, the more you will also see the baby inside as a dark mass. After around 60 days, give or take depending on the incubation temperature, the eggs should hatch.

7. Have tiny crickets readily available.

Babies will start eating insects within a day or two of being hatched.

(Adapted from: m.wikihow.com)



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it will help them get out of bath time. And while watching a favorite

Start young

If you have a puppy, start bathing her as soon as possible. She'll be less opposed to the experience when she's younger because she won't have any negative associations toward it. By getting her used to it early on, you will encounter less trouble later.

Use the right shampoo

One way to make a bath even more unpleasant for your dog is to pick a shampoo that causes them to scratch or dries their skin out. Ideally you want a mild soap that cleans and removes unwanted odors without stripping away important oils. What is the best way to ensure you are getting the right shampoo for your dog? Talk to your vet.

Work from the neck down

You not only want to keep your dog's ears safe, but also her eyes and mouth. How do you do this? By washing from the neck down. You can accomplish this by using a bucket or cup to wet your dog or using a sprayer. You can even find sprayers specifically designed for bathing a dog. So what do you do to wash your pup's face? Use a damp washcloth.

Dry right

Many people swear by dog blow dryers, but the noise and feel is definitely something that you have to get him used to. Be careful to avoid burning his skin.

The other way to go is to simply towel her off. If you are going to do this, use one of the more absorbent dog towels that can be found at most pet stores. And, of course, be prepared for the inevitable "shake" as your dog dries herself off.

By making pleasant associations with bath time and remaining calm and assertive while you are washing your dog, you can make it another opportunity for bonding and to share affection. Just be patient.

Adapted from: www.cesarsway.com

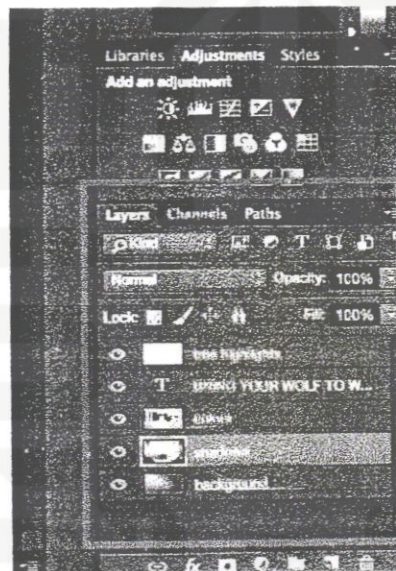


How to Operate Photoshop: Tutorial for Beginners

When you open Photoshop for the first time, it's easy to click around in confusion for a minute and then reach for your freelancer's phone number instead. With a little help, you can easily teach yourself how to use it to create beautiful, compelling graphics. All it takes is an introduction to core elements. To get you started, you need to understand how the five most important Photoshop tools work. The five tools are the Layer Tool, the Color & Swatches Tool, the Custom Fonts and the Text Tool, Custom Brushes & the Brush Tool and the Crop Tool.

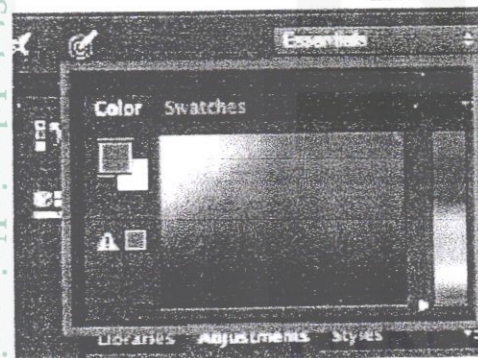
First, recognize how a layer tool works. A layer can be used for an image, text, brush strokes, background colors, patterns, and filters. Layers are by far the most important element of Photoshop. Always name your layers. Keeping them organized will help keep you sane, especially if you find yourself working on a project with a large number of layers.

With layers, you can select, add, delete, and duplicate them. You can also



do all sorts of cool things, such as, making animated pictures.

Then, make sure you know how the Color & Swatches Tool operates. The tool lets you use, modify, copy, and save custom colors for your content. It has



powerful features that will keep your visual content vibrant and unify your color schemes. To create your own custom color, open the Color Picker by double-clicking on the top box either in the Color module, or in that menu on the left. Then, you'll see a vertical spectrum of

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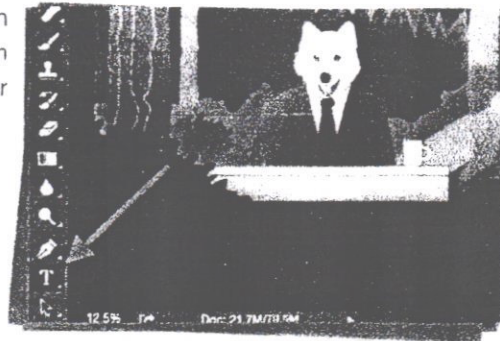
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color with a slider on it, which you can adjust to create your own custom color.

Third, change texts using the Custom Fonts and the Text Tool. The Text tool lets you add custom fonts to



your database, and it gives you access to advanced font settings that give your text some serious style. Once you click the Text tool icon, all of the settings and font options will pop up at the top of your screen. These settings let you change the font, font size, and spacing between characters, height, width, color, and style. Be sure to select the layer of your desired text to edit it. To add text to your graphic, click the "T" icon on the left side bar, drag the text box over any particular area you want text to appear, and you're set to



go.

Fourth, to achieve a number of different visual effects, change the size, shape, and transparency of your brush strokes using Custom Brushes & the Brush Tool. Once you click the Brush tool

icon, all of the settings and brush options will pop up at the top of your screen. These settings let you change the brush size, opacity, flow, and so on. You'll find a variety of pre-installed brush tips, as well as any custom brush tips you install to Photoshop.

The next tool to use in Photoshop is Crop Tool. The Crop tool lets you crop an image. It works like any crop tool you've ever



encountered: simply choose your area and crop it out. To use the Crop tool, select the icon indicated in the screenshot from the side menu bar, and drag the box over the area you would like to crop. To adjust the crop box, simply click and drag the small anchor boxes on the sides and corners of the crop box

(Adapted from: blog.udemy.com/how-to-use-photoshop/)



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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

الجامعة الإسلامية الحكومية سلطان شريف قاسم



SULTAN SYARIF KASIM

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Khikmatun Hasanah
ID Number : 21691204679
Date of Birth : March, 7, 1993
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 62
Structure & Written Expressions : 47
Reading Comprehension : 47

Overall Score : 520

Expire Date : January 21, 2020



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The scores and information presented in this score report are approved.
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HP. 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



The Head of Language Development Center

Dr. H. Kalayo Hasibuan, M. Ed- TESOL
NIP. 196510281997031001

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Khikmatun Hasanah

Nomor ID : 21691204679

Jenis Kelamin : Perempuan

Tanggal Lahir : 07 Maret 1993

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

41 : الاستماع

40 : القراءة

39: القواعد

400 : النقيحة

Berlaku Hingga : 02 Desember 2020

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Mahyudin Syukri, M.Ag

The Head of Language Development Center



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

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Pekanbaru, 13 Mei 2019

Nomor 1215/Un.04/PPs/PP.00.9/2019
Lamp. 1 berkas
Perihal Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.
Kepala Perpustakaan
Program Pascasarjana UIN Suska Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Khikmatun Hasanah
NIM	: 21691204679
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VI (Enam)
Judul Tesis	: An Analysis Of Grammatical And Lexical Cohesion Of Reading Texts Of The Twelfth Grade Of Senior High School 2013 Curriculum Of English Text Book Published By National Education Department

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari Perpustakaan Program Pascasarjana UIN Suska Riau.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Direktur,

Prof. Dr. Afrizal M, MA

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3.	22/10/19	chapter 1		
4.	7/12	chapter 1-3		unjab Fakultas dakwah
5.	1/13	chapter 1-3		unjab Fakultas dakwah
6.	4/5 11/5	chapter 1-5 chapter 1-3		unjab Fakultas dakwah Rec

Catatan :
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Dr. Helmi-Helmiati, M.A.S.

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3.	18/11-18	Data Analysis		
4.	28/11-18	table Revision		
5.	3/12-19	Approvement		
6.				

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Pekanbaru, 3/12/2019
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Dr. Helmi-Helmiati, M.A.S.



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NAMA : KHILMATUN HASANAH

NIM : 21691204679

PROGRAM STUDI : PA1

KONSENTRASI : PB1

PEMBIMBING I / PROMOTOR : Dr. Abdulloh Hasan, M.Sc

PEMBIMBING II / CO PROMOTOR : Dr. Hj. Helmiati, M.Ag

JUDUL TESIS/DISERTASI : An Analysis of Grammatical

and lexical cohesion of reading

texts in the ^{upper} grade of Senior High

School in 2013 written by Ningsih

textbook published by National

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1	8 Mei 2017	Dampak Media Sosial Terhadap		M. Syukur
2		Kecelakaan Rumah tangga		
3		(Study kasus di pengadilan		
4		Agama Bangkincing)		
5		Li'an Bagi suami yang		
6		tanawicara (Telaah Terhadap	2/8/17	Amin
7		Pemikiran Imam Abu Hanifah	2/8/17	
8		Do H / 699 M - 15014 / 767 M)		
9				
10				
11		konsep penyandang cacat dan		Masruki
12		Eksistensinya Menurut		
13		Al-Qur'an		
14				
15		Pluralisme Dalam Perspektif mufasir		M. Syukur

Pekanbaru, 08 Mei 2017
Direktur,

UIN SUSKA RIAU

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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NIM : 21691204679
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

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1	09 Maret 2017	Pengaruh Penggunaan Cooperatif		Sawaludin
2	Thursday	Learning Terhadap Pengembangan		
3		kecerdasan Interpersonal Siswa	J/17	
4		di MTS Muhammadiyah Sekota		
5		Pekanbaru		
6				
7	09 Maret 2017	Strategi Guru Pendidikan Agama		Dwi
8	Thursday	Islam dalam Menanamkan nilai	9/17	
9		nilai Multikultural di SMA Negeri		
10		Sekecamatan Pangkalan Kuras		
11		Kabupaten Pelalawan		
12				
13				
14				
15				

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NIP. 19611230 198903 1 002

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KET

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1	15 Mei 2017	Pengaruh Pembiasaan Pendidikan		Wadi
2		Agama Islam Dan Penciptaan		
3		Suasana Islami Terhadap		
4		Pengajaran Agama Pada siswa		
5		SMA Se-kecamatan Rengat		
6		Kabupaten Indragiri Hulu		
7				
8		Perbandingan perhatian orang tua		Marwan
9		Terhadap cara belajar siswa		
10		Berprestasi dan tidak berprestasi		
11		Di SMP Negeri kecamatan keritang		
12		Kabupaten Indragiri Hilir		
13				
14		Pengaruh kinerja guru dan Perdaya		Azmi
15		Gunam sumber belajar terhadap		
16		Prestasi Belajar siswa Bidadari		
17		Pendidikan Agama Islam Di SMP		

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : khikmatun Hasanah
NIM : 21691204679
PROGRAM : Pascasarjana
PRODI : Pendidikan Islam
KONSENTRASI : Pendidikan Agama Islam

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	08 Mei 2017	Pem belajaran saintifik pada kurikulum 2013 di Hujan		Eliah
2		Menurut Pendidikan Islam		
3		Pendidikan kerakunan beragama		
4		terdah konsep kerakunan		Fikri
5		Unit beragama Perspektif Pendidikan		
6		Islam		
7				
8		Kontribusi kecerdasan sosial		Habib
9		dan budaya organisasi		
10		terhadap kompetensi sosial		
11		Guru di SMP Negeri		
12		Se kecamatan Kampar kini		
13		kabupaten Kampar		
14				
15				

Pekanbaru, 08 Mei 20...17
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHIKMATUN HASANAH
NIM : 21691204679
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : ISLAMI

NO	TGL HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12/12/2017	English Teachers' Perception of Implementing 2013 Curriculum in English teaching-learning process at Senior High Schools in Sungai Apit district		Ahmad Nurfaizri
2	12/12/2017	The Influence of Students' self-confidence and Participation Toward Their speaking ability At SMPN 14 Pekanbaru		Andini Telianda
3	12/12/2017	An Analysis of using cognitive Academic Language Learning Approach (CLLA) and Sheltered Instruction observation Protocol (SIOP) Model		Dewi Khalida Laila
4	12/12/2017	An Analysis of the Rules Pronouncing of words Suffixes /t/, /d/, and /s/, /z/		Ovi Arinta Erwin
5	12/12/2017	The Analysis of the factors of the Grammatical And Punctuation Errors in writing Narrative Text		Tara Panduwirata
6	12/12/2017	The Influence of using vocabulary knowledge on Reading comprehension and writing Ability		Selvia Angela
7	12/12/2017	The Management of learning Environment by English Teachers in English Teaching Learning process at Tambang district		Zulkifli
8	12/12/2017			
9	12/12/2017			
10	12/12/2017			

Pekanbaru, 12 DESEMBER 2017.
Direktur,

Prof. Dr. H. Ilyas Husli, M.Ag
NIP. 196112301984041000

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHIKMATUN HASANAH

NIM → T : 21691204679

PROGRAM: PASCASARJANA

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KONSENTRASI

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NO	GL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	10/04/2017	Implementasi Ekstrakurikuler Tuntas Baca Al-Qur'an dan Rohani Islam di SMP Negeri Kelurahan Maharatu Marpoyan Damai Kota Pekanbaru		Ali Mukhlisin
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4		Upaya Pimpinan Pondok Pesantren - Pesantren dalam Meningkatkan Profesionalisme guru di pondok Pesantren se Kota Pekanbaru.		Kasmawati
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7		Pengaruh Kepemimpinan Kepala Sekolah dan kinerja guru terhadap Kualitas Akademik di Madrasah Ibtidaiyah Kecamatan Banten Kabupaten Bengkalis		Neti ERZam
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10		Kemampuan Kepemimpinan dan motivasi Kepala madrasah dalam meningkatkan Pencapaian kinerja guru di madrasah Ibtidaiyah se kec. Kampar Kab. Kampar.		Evi Azwar
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Pekanbaru, 21 April 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NE 1. Kartu E-Indonesia siap kali mengikis Sarnibat

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : HUSMATUN HASANAH
NIM : 21691209679
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	15/05/2017	PERANAN BADAN AMIL ZAKAT DALAM MENDISTRIBUSIKAN ZAKAT PRODUKTIF DI KAB. KUANSING		AIEK CAPUTRA
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4		PENGARUH PELAKSANAAN MURABAHAH TERHADAP PENINGKATAN EKONOMI MASYARAKAT STUDI KASUS PADA BPRS BERKAH FADILLAH DI KOTA AIR TIRIS KAB. KAMPAR		AHMAD MUZAFER
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Pekanbaru, 08 Mei 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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NAMA KHIKMATUN HASANAH
NIM 21691204679
PROGRAM PASCA - S2
PRODI PAI
KONSENTRASI PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	13 2017	The comparison between the effect of using READ AND RAFT Strategies on students writing ability at SMPN 02 Kuantan Hilir Seberang		
2	13 2017	The comparison between the effect of using four square and depend strategies on students writing skill at SMPN 25 Pekanbaru		
3	13 2017	The effect of using guided reading and summarizing procedure (GRASP) strategy on students reading and writing abilities at SMAN 2 Tambang		
4	13 2017	The influence of creative thinking on students productive skill at MTs AL-FAJAR Pekanbaru		
5	13 2017	The influence of using internet on students reading comprehension and vocabulary mastery at MTs PPMTI Tanjung Berulak - Kampar		
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Pekanbaru, 13 Januari 2017
Direktur,

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHUKMATUN HASANAH
NIM : 21691204679
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
08	08/12/2017	Kemampuan guru Pendidikan Agama Islam Dalam Melaksanakan Kurikulum 2013 Di SMKN 1 Pangkalan Kerinci Kabupaten Pelalawan.		
08	08/12/2017	Strategi Guru Pendidikan Agama Islam Dalam menanamkan nilai-nilai Multikultural Di SMAN se-kecamatan pangkalan kuras Kabupaten Pelalawan.		
08	08/12/2017	Peran Budaya organisasi Dalam meningkatkan kompetensi Guru MTS Negeri Di Kabupaten Kampar		
08	08/12/2017	Partisipasi Masyarakat Dalam Meningkatkan Manajemen Keuangan Di Madrasah Ibtidaiyah Se-KKM Merangin Kabupaten Kampar		
08	08/12/2017	Peran kepala madrasah Dalam meningkatkan manajemen mutu pendidikan dan kinerja Guru Di MTS- se Rantau Kampar Kiri.		
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Pekanbaru 08 Desember 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHAKIMATUN HASANAH
NIM : 21691204639
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	04-07-2017	EFEKTIVITAS STRATEGI SISWA SEBAGAI GURU DENGAN MENGGUNAKAN METODE MIM- MEM UNTUK MENINGKATKAN KEMAHIRAN KALAM SISWA DI PONDOK PESANTREN TARBIAH ISLAMIAH TANJUNG BERULAK KAMPAR		Husna
2		PENGARUH METODE RECIPROCAL TEACHING DALAM MENINGKATKAN KEMAHIRAN MEM-BACA (STUDI EKSPERIMEN DI MAN 1 PEKANBARU)		Martani
3		EFEKTIVITAS PEMBELAJARAN BAHASA ARAB DENGAN MENGGUNAKAN MEDIA SOFTWARE CAMTASIA UNTUK MENINGKATKAN KETERAMPILAN MENYIMAK DI MA PESANTREN TEKNOLOGI RIAU PEKANBARU		Rina
4		EFEKTIVITAS PEMBELAJARAN BAHASA ARAB DENGAN MENGGUNAKAN MEDIA IMPRESS		Triana
5		LIBREOFFICE UNTUK MENINGKATKAN PENGUASAAN MUFRODAT SISWA DI ATS DARUL HIKMAH PEKANBARU		Susanti
6		EVALUASI BAHAN AJAR PADA BUKU YAKIN AL-WAHAN AL-ARABIAH LEVEL I		Ade
7		DI PUSAT PENGEMBANGAN BAHASA UIN SUSKA RIAU		KHAIRUDDIN
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Pekanbaru, 07 April 2018

Direktur,

Prof. Dr. H. Ilyas HUSTI, M.Ag
NIP. 19611230 198903 1 002



CURRICULUM VITAE

KHIKMATUN HASANAH

Personal Detail

Name : Khikmatun Hasanah

Place of Birth : Sidomulyo

Date of Birth : March, 7th 1993

Gender : Female

Marital Status : Single

Home Address : Mak Teduh, RT/RW 004/002, Desa. Mak Teduh,
Kec. Kerumutan, Kab. Pelalawan, Prop. Riau.

Contact Phone : +62813 7381 8357

E-mail Adress : khikmatunhasanah3@gmail.com

Formal Education

- 2019 Master Degree of Education at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau
Major : English Department
- 2014 Bachelor Degree of Education at STKIP PGRI Bandar Lampung
- 2010 Finished Senior High School (SMAN 1 Candipuro -Lampung Selatan)
- 2007 Finished Junior High School (SMPN 1 Candipuro -Lampung Selatan)
- 2004 Finished Elementary School (SDN Rawa Selapan -Lampung Selatan)

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